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ABSTRACT

This curriculum guide, developed during a pilot project at three sites in Ohio during the 1973-75 period, is designed for the teacher implementing a pre-postsecondary program in social science careers for eleventh and twelfth grade students. The guide contains an introduction, a section on program philosophy and assumptions, elements of a pre-postsecondary program (including block-time scheduling, simulated activities, field experiences, career guidance, and individualization), plus content outlines and class activities. Activities (intended to take two years) are outlined across the areas of psychology, sociology, mathematics, and career and personal development in a core format designed to enable the student to see the applicability of the topics and concepts and to see the holistic nature of knowledge. The content outline correlates an activity number with a specific topic in one of the major activity areas. (TA)

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PRE-POSTSECONDARY PROGRAM
A SOCIAL SCIENCE CAREERS CURRICULUM

U.S. DEPARTMENT OF HEALTH,
EDUCATION & WELFARE
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August 31, 1975

INTRODUCTION

OVERVIEW

This curriculum is designed for the teacher implementing a Pre-Postsecondary Program in Social Science Careers. During the 1973-74 and 1974-75 school years, the Ohio State Department of Education, Division of Vocational Education, conducted a pilot program at three sites in the state (Akron Public Schools, Great Oaks Joint Vocational School District, and Owens Technical College). This curriculum was written during the summer of 1975 and reflects the insights gained in the pilot experience.

The Pre-Postsecondary Program is part of the Career Education thrust in the State of Ohio for 11th and 12th grades. It is intended to be the culmination of a K-12 Career Education Program. At the end of the 10th grade, those students who have chosen to continue their formal education after high school (be that a university, college, community college, technical college, or junior college) enter the Pre-Postsecondary Program. Those students who plan on entering employment right after high school would attend a vocational program.

The 11th grade students entering the program will choose one of four career clusters. These four clusters are Business Administration Careers, Engineering Careers, Health Careers, and Social Science Careers. The clusters provide the student with a variety of options within his or her interest area besides their specific career goal. As an example, often persons entering the health careers field plan on being a doctor. As they get more information about themselves and the medical field in high school and college, they may find that being a doctor was not their best choice. The careers cluster approach will have provided them with vocational options they might not have considered.

It should be noted that this program is not vocational. The career interests of the student are used as a means of better preparing them in the academic areas and assisting them in their career choice. It is intended that this approach assist the student to be more successful in his or her further education.

There are several parts to this curriculum packet. Besides this introductory section, there is a section on philosophy and assumptions, elements of a Pre-Postsecondary Program, field experiences, plus content outlines and class activities. It is the hope of the authors that these materials will be of assistance to a teacher implementing a Pre-Postsecondary Program.

PHILOSOPHY AND ASSUMPTIONS

The Pre-Postsecondary Program centers around two philosophical assumptions. The first is that one of the public school's responsibilities is to help students make good career decisions. Over one fourth of a person's life is spent in working, and a life can be richer and fuller if a career is fulfilling. The second philosophical assumption is that students learn best if their involvement in the learning process is maximized. Students learn best if they are able to apply the knowledge being taught to a laboratory or field experience; they learn best if the knowledge being taught is related to their goals in life (in this case, their career goals).

These assumptions led to the following general aims of the program:

1. The student shall be able to qualify for entrance into a postsecondary educational institution of his or her chosen field.
2. The student will arrive at a better understanding of himself or herself in the following areas:
 - a. Aptitudes
 - b. Interests
 - c. Motivation
 - d. Economic, Social, and Personal Values
3. The student shall be able to make a realistic career decision.
4. The student shall be able to plan, analyze, and evaluate his or her educational, occupational, and personal goals and activities.
5. The student shall be able to demonstrate meaningful relationships between academic knowledge and his or her environment.

COMPONENTS OF THE PRE-POSTSECONDARY PROGRAM

Probably the most unique aspect of the program is in the methodologies utilized. There are several aspects to this dimension.

1. Block Time Scheduling. The Pre-Postsecondary Program should be centered around a three to four and a half hour block of time. The large time block allows the use of experiential methodologies (in-class and out-of-class) significant teacher-pupil interaction, and integration of academic knowledge with the experiential methodologies.

2. Simulated Activities. Within the block of time each student should perform activities that simulate their professional area of interest. These simulated activities become the center of academic subjects using a Core concept. This curriculum consists of these activities along with the academic knowledge that should be integrated with them.

3. Field Experiences. Field experiences are an important component of the Pre-Postsecondary Program, and there is a special section devoted to them later in the introduction.

4. Career Guidance. A major goal of the program is to assist the students in making career and educational choices. The simulated activities and the field experiences obviously give the students the opportunity to know what people in their career area do and also provides the students with other closely related career options. The teacher-pupil interaction provided by the block time is also a significant factor. Vocational interest surveys, value clarification exercises, and career exploration research reports should also be used.

5. Individualization. As much as possible, the Pre-Postsecondary Program should be directed toward individual needs, interests, and aptitudes. Allowing the students to choose the career cluster of interest to them is a start in

the direction of individualization, and the block of time gives the teacher time to get to know the student so he or she can better meet the needs, interests and abilities of the students.

FIELD EXPERIENCES

Field experiences are an important ingredient to the Pre-Postsecondary Program. All of the pilot programs did include community work for the pupils, and both teachers and students considered them significant in the success of their programs. Based on the experiences of the pilot programs, the following recommendations are included:

1. Nature of Field Experiences. During the first half of the junior year, student visitations should be made to many different kinds of places employing people in the broad career field. This is to assist the student in seeing the many options available in their chosen area. This can be done as a class, on a small group basis, or as individuals. In the second half of the junior year, the visitations should be narrowed to the individual interests, needs, and capabilities of the students. It may be that during this time the student will visit several places that employ people in his or her chosen career or in closely related careers. Naturally these visits would be on a small group or individual basis. The field experiences in the senior year should consist of the student actually working one day a week in his or her chosen area. Ideally, the student should work in three different "jobs" during the year. It is important that the student be able to experientially explore more than one field but, on the other hand, spend several weeks in one place to get some competence and to get a feel for the routine involved in their chosen career.

2. Student Accountability. It is necessary to make the student accountable in their field experiences work for two reasons. The first is to provide the student with maximum benefit. The second reason is that the procurement of locations to place students is much easier when those working at the locations realize that this work will be taken seriously (i.e., good quality of work and regular attendance) by the students. In the pilot programs, the staff members

seeking positions for the students in the senior year found some resistance in the beginning, but after the students had started their work, in almost all cases, the people supervising and working with the students wanted more people assigned to their location. Student accountability was an important factor.

3. Debriefing. Within a day or two after the field experience there should be some form of debriefing. At least three topics should be discussed. First, it should be determined if there were any problems in arrangements. Secondly, there should be discussion about what was observed so that other students could benefit from the experience. The third area of discussion in the debriefing session should deal with how the students related the experience to their personal lives. This should center on interests, capabilities, values, and feelings. Books on value clarification and confluent education could be used by the teacher for help with this aspect of the program.

4. Making the arrangements. Making the arrangements for the field experiences is a time consuming job, and staffing needs to be planned with this factor in mind. Although a field experience coordinator was hired in one of the pilot programs, it was felt by those involved that the teacher is the best person to make the arrangements and should be given time for this task. The reasons for selecting the teacher is that he or she should know the students best, is best able to relate academic subjects to the field experiences, and is better able to know on a day to day basis what is happening in the field because of the contact with the students.

It was found that there were several sources of field experiences. Professional societies and local institutions are rather obvious sources. An advisory committee can be of help and should be selected partially because of the assistance it can give in this area. Parents, other family members, and

friends of the student were also valuable in locating field experiences.

The arrangements for the visitations in the senior year need to be made well in advance. The experiences from the past two years would indicate that these arrangements are best made during the summer before the senior year, and that the teacher(s) should be given an extended contract to do this work.

5. Transportation. Transportation was a recurring problem in all of the programs and needs to be thought through in advance. Ideally, transportation, especially when the field experiences are on an individual or small group basis, should be left up to the students. Car pools with parents or students driving could be formed or students could drive their own cars. Vans were used by two of the pilot programs but do present time problems if the individual or small group field experiences are too spread out geographically.

Two other factors that need consideration are the safety of the students and personal liability with field trips. Because the students and parents will also become liable in the field experience program if they transport other students, it is important that a study be made of the applicable law and that all involved understand the extent of their liability and protection. An insurance policy which can be obtained at a minimal cost per person would be a benefit to all involved.

THE CURRICULUM

GETTING READY TO TEACH

The most important step in the preparation of a lesson is for the teacher to make specific plans. Prepared materials are not intended to take the place of this step. Within the planning step, the preparation of instructional objectives is of major significance. The teacher should then make a time outline of what is going to be done in the class session. Obviously this outline should be flexible. The last step in the preparation is to make a complete list of materials and equipment needed and to procure these items before the class session.

In this planning step, there are several factors that should be kept in mind. The first is that the activity is the center of any lesson; it is the means of motivating the students and the means of assisting the students to apply the academic knowledge. Many different strategies may be used to teach the academic material (e.g., discussion, lecture, group work, reading assignment), but these should always be used as they can be related to the central activity. Also there will probably be more than one activity being done at a time by a class. Some of the activities can be completed in a short time, others take several weeks.

Although evaluation is not considered in this guide, it is a necessary step in the lesson preparation. It is imperative that evaluation procedures be logically consistent with the instructional objectives. Also, the evaluation should be viewed as primarily diagnostic for both the teacher and student. For the teacher evaluation is a means of diagnosing the success of a lesson or a series of lessons. For the student, the evaluation is a means of determining strengths and of determining areas that require further work. It is not the primary purpose of evaluation to produce grades.

INTRODUCTION TO THE CURRICULUM FOREMAT

There are several parts to this section. First, there are content outlines. In the column to the right of the topics and concepts are numbers designating which activities include the topic or concept. The content outline is followed by the activity charts. At the top of the chart is the objective for that activity. Below the objective are five columns. In the far left column is the activity. The other four columns include the concepts and knowledge to be taught with that activity.

It is intended that the concepts be taught in conjunction with the activities. The teacher will have to make the decision as to whether a particular concept needs to be taught before the activity is done, during the work on the activity, or after the activity has been completed. Some concerns the teacher should have in making this decision are, (1) how necessary the knowledge is in starting the activity, (2) how much the student already knows, and (3) how important the motivation provided by the activity is.

Any methodology, no matter how good, if it becomes routine, will lose its "punch". Therefore it becomes necessary to use variety and imagination in the teaching of the academic concepts and topics. Buzz groups, class discussion, films, short research projects, class presentations are among the many teaching strategies that can be used.

Among the reasons for putting the material in the Core format is to enable the student to see the applicability of the topics and concepts, and to see the holistic nature of knowledge. These emphases should be kept in mind by the teacher in planning and should be pointed out to the students.

The activities are intended to take two years. Although the author has put the activities in a suggested order, it is assumed that the teacher will have the prerogative to change the order to fit his or her particular situation and class.

Content Outline

<u>Psychology</u>	<u>Activity Number</u>
1. Abnormal Behavior	56
2. Acquired Motives	22
3. Adjustment (Frustration or Conflict)	68
4. Affective Reactions	56
5. Alcholism and Drug Addiction	56
6. Aptitudes	10
7. Attention	37
a. Internal Factors	
b. External Factors	
c. Span of Apprehansion	
d. Process of Paying Attention	
7. Automatic Nervous System	32
8. B. F. Skinner	28
9. Bias	47,65
10. Brain	32
a. Hindbrain	
b. Midbrain	
c. Brain Stem	
11. Brain Pathology	56
12. Case Study	44,57
13. Cells	32
14. Classical Conditioning	29
15. Communication Process	8,27
a. Encoder	
b. Decoder	
c. Communication Channel	
16. Conformity	21,22
17. Cultural Values	70
18. Defensive Mechanisms	68
19. Defensiveness	33,50

<u>Psychology (continued)</u>	<u>Activity Number</u>
20. Displacement	26
21. Drive	12,13,14,15
22. Dyad	70
23. Ego	66
24. Emotions	55
25. Endocrine Glands	32
26. Environment	1,10,57
27. Enzymes	32
28. Exocrine Glands	32
29. Experimental Method	63
30. Extinction	28,29
31. Factors in Perception	39
a. Perceptual Constancy	
b. Shape or Form Constancy	
c. Brightness Constancy	
d. Color Constancy	
e. Size Constancy	
f. Reversing Figures	
g. Perceptual Illusions	
32. Feelings	54,55
33. Figure-Ground Relationships	38
33. Free Floating Aggressions	26
34. Frustration-Aggression Theory of Racial Prejudice	26
35. Function	32
36. Functional Psychoses	56
37. Gestalt-Field Theory of Learning	30,31,38
38. Gestures	8
39. Hereditary Factors in Determining I. Q.	69
40. Heredity	1,10,57

<u>Psychology (continued)</u>	<u>Activity Number</u>
41. Holland's Theory of Career Choice	46
42. Hypothesis	47,63
43. Impulse	32
44. In-Group	71
45. Instinct vs. Learning	9
46. Instrumental Conditioning	28
47. Intelligence	69
48. Interest Survey	1,2
49. I.Q.	69
50. Kohlber's Six Moral Development Stages	42,51
51. Mental Illness	56
52. Muscles (Voluntary and Involuntary)	32
53. Nature-Nurture Argument	69
54. Need	12,13,14,15
55. Nerve Cells	32
56. Neuron	32
57. Normal Curve	35
58. Norms	19
59. Operant Conditioning	28
60. Organs	32
61. Out-Group	71
62. Paranoid Reactions	56
63. Part-Whole Principle	38
64. Pavlov	29
65. Perception	64
66. Perception Factors in Problem Solving	33,50
67. Physical Drives	12,13,14,15

<u>Psychology (continued)</u>	<u>Activity Number</u>
68. Physiological Process in Communication	27
69. Projection	26
70. Psychoneurotic Disorder	56
71. Psychological Development Theories	36,42
72. Reinforcement	28
73. Role	19,68,71
74. Response	79
75. Roe's Personality Theory of Career Choice	46
76. Scientific Method	47,63
77. Self-Concept	19,23,48,49,66,68
78. Self-Esteem	66
79. Social Class	67
80. Social Groups	
81. Social Needs	40
82. Source of Values	3
83. Spinal Cord	32
84. S-R Theory of Learning	30,31
85. Status	68
86. Stimulus	29
87. Structure	32
88. Super's Vocational Development Tasks	62
89. Survey Method	47
90. Synapses	32
91. Systems	32
92. Tissues	32
93. Trait-Factor Theory of Career Choice	1,2
94. Transactional Analysis	45

Psychology (continued)

Activity Number

95. Value Clarification	66
96. Variables	47,63
97. Verbal and Nonverbal Communication	8

<u>Sociology</u>	<u>Activity Number</u>
1. Agents of Socialization	21,22
2. Achieved Status	68
3. Alienation	19
4. Ascribed Status	68
5. Attributed of a Culture	11
6. Bias	24,47,58,65
7. Black Power	25
8. Brainstorming	6,33,50
9. Changing Functions of the Family	70
10. Charles Madden's Synthetic Theory of Racial Prejudice	26
11. Clique	40,71
12. Conformity	20,21,22
13. Cultural Complex	14,15
14. Cultural Pattern	14,15
15. Cultural Trait	14,15,19
16. Culture	14,15,52
17. Culture as Taught and Learned	52
18. Ecology	16
19. Environmental Factors in Determining I.Q.	69
20. Environmental and Sociological Factors in Disorder	57
21. Environmental Press	16
22. Equalitarian Family	70
23. Experimental Method	63
24. Expressive Symbol	9
25. Expressive Role	19

<u>Sociology (continued)</u>	<u>Activity Number</u>
26. Extended Family	70
27. Fact	58
28. Five Stages of Dying	55
29. Formal Group	71
30. Function	19
31. Function of Roles	19
32. Group	36,71
33. Group Cohesion	40
34. Hypothesis	47,63
35. Informal Group	71
36. In-Group	40,71
37. Instinct vs. Learning	9
38. Instrumental Role	19
39. Institutional Racism	23
40. Institution	60,70
41. Interpretation	58
42. Involuntary Group	71
43. Language	9
44. Language as a Determiner of Reality (Perception and Attention)	9
45. Mate: Archal Family	70
46. Monogamy	70
47. Nature - Nurture Argument	69
48. Norms	1,3,19,20,49,64
49. Nuclear Family	70
50. Out-Group	40,71
51. Patriarchal Family	70

<u>Sociology (continued)</u>	<u>Activity Number</u>
52. Pettigrew's Theory of Race Relations	25
53. Polygamy	70
54. Poverty	65
55. Poverty Level	61
56. Prejudice	23,25,49
57. Primary Group	44,49,71
58. Primary Source	58,59
59. Racism	23,25
60. Reference Group	19,44,71
61. Referential Symbol	9
62. Role	19,49,68,71
63. Role Conflict	49
64. Role of Language in Attention and Perception	37,38
65. Sanctions	1,3,19,20,21,44,49
66. School Socialization	30,31
67. Scientific Method	47,63
68. Secondary Source	58,59
69. Secondary Group	49,71
70. Serial Monogamy	70
71. Sociability Score	40
72. Social Acceptance	40
73. Social Adjustment	40
74. Social Compatibility	40
75. Social Class	44,67
76. Socialization	1,3,10,19,21,22,37,49
77. Social Control	20,21,22
78. Social Order	20

Sociology (continued)

Activity Number

79. Social Rank or Social Class	68
80. Source of Values	3
81. Status	68
82. Subculture	14,15
83. Survey Method	47
84. Symbol	9
85. Types of Leadership	68
86. Values	3,10,64
87. Variables	47,63
88. Voluntary Group	71
89. Welfare System	65,66

Mathematics

Activity Number

1. Average Deviation	34,35
2. Bias	47
3. Budget	61
4. Correlation	1,2,19,35
5. Correlational Coefficient	67
6. Curve	34,35
7. Frequency Distribution	34,35
8. Hypothesis	47
9. Mean	28,34,35
10. Measures of Central Tendency	28
11. Median	28,34
12. Mode	28,34
13. Normal Curve	35
14. Null Hypothesis	28,29
15. Percentage	4,5,61,69
16. Percentile	1,2,69
17. Randomness	67
18. Range	28
19. Ratio	4,5,69
20. Research Design	47
21. Sample	28,29,67
22. Scientific Method	47
23. Standard Deviation	28,34,35
24. Statistical Significance	1,2,28,29,67
25. Survey	47
26. Use of Calculator	34,35
27. Variables	47

OBJECTIVE: The student will increase in his or her vocational interest self-awareness.

1 ACTIVITY	CONTENT			
	ANTHROPOLOGY SOCIOLOGY	PSYCHOLOGY	MATHEMATICS	CAREER AND PERSONAL DEVELOPMENT
The students should take the Strong Vocational Interest Survey at the start of the junior year and at the end of the senior year. They should test to see if differences, if any, are significant.	Norms Sanctions Socialization	Interest survey Heredity Environment Trait-factor Theory of career Choice	Correlation Statistical significance Percentile	Dictionary of Occupational Titles

OBJECTIVE: The student will know about his or her present career choice.

ACTIVITY	CONTENT			
	ANTHROPOLOGY SOCIOLOGY	PSYCHOLOGY	MATHEMATICS	CAREER AND PERSONAL DEVELOPMENT
Have the students do extensive research into the career they are presently interested in. This should involve tasks performed, qualifications necessary, education necessary, comparison on Strong's Vocational Interest Survey, etc. As much as possible, the research should be done through on-site visitations and interviews.		Interest Survey Trait-Factor Theory of Career Choice	Correlation Statistical Significance Percentile	Dictionary of Occupational Titles

OBJECTIVE: The student will become aware of his or her personal values and will demonstrate competency in leading class discussions.

3 ACTIVITY	CONTENT			
	ANTHROPOLOGY SOCIOLOGY	PSYCHOLOGY	MATHEMATICS	CAREER AND PERSONAL DEVELOPMENT
The teacher should conduct value clarification exercises with the class every two or three weeks. <u>Values Clarification</u> by Sidney B. Simon, Leland W. Howe and Howard Kirchenbaun would be an excellent source. As the class increase in their ability to lead discussions, they should lead these exercises.	Source of Values Values Norms Socialization Sanctions	Source of Values		Awareness of Personal Values

OBJECTIVE: The student will be able to use Flanders Interaction Analysis as a means of analyzing a teacher's interaction with pupils and as a means of analyzing group leader's discussion skills.

4 ACTIVITY	CONTENT			
	ANTHROPOLOGY SOCIOLOGY	PSYCHOLOGY	MATHEMATICS	CAREER AND PERSONAL DEVELOPMENT
The students will learn to use and analyze Flanders Interaction Analysis and will use it in the classrooms of one, two or three teachers in the building.			Percentages Ratios	Teacher

OBJECTIVE: The student will develop skills as a discussion leader and will be able to analyze the role of discussion leader using Flanders Interaction Analysis.

5 ACTIVITY	CONTENT			
	ANTHROPOLOGY SOCIOLOGY	PSYCHOLOGY	MATHEMATICS	CAREER AND PERSONAL DEVELOPMENT
Throughout the two-year period, the students will take turns leading class discussions. These discussions should be taped and the student leading the discussion should develop a Flanders matrix for the discussion.			Percentages Ratios	Teacher Social Worker Minister

6 ACTIVITY	CONTENT			
	ANTHROPOLOGY SOCIOLOGY	PSYCHOLOGY	MATHEMATICS	CAREER AND PERSONAL DEVELOPMENT
The student shall, using the brainstorming technique, list their life time goals, the goals for the next four years, and their goals if they were going to die in three months. They should afterwards, using the brainstorming technique, list means to each of the goals. This should be done three or four times a year.	Brainstorming			Goals and means in a life plan.

7 ACTIVITY	CONTENT			
	ANTHROPOLOGY SOCIOLOGY	PSYCHOLOGY	MATHEMATICS	CAREER AND PERSONAL DEVELOPMENT
Have the students examine the Dictionary of Occupational Titles to find out all it tells about their present career choice. Also, they could pick out three or four other vocations that are close to their chosen career.				Dictionary of Occupational Titles (use of).

OBJECTIVE: The students will be able to distinguish between verbal and nonverbal communication.

8 ACTIVITY	CONTENT			
	ANTHROPOLOGY SOCIOLOGY	PSYCHOLOGY	MATHEMATICS	CAREER AND PERSONAL DEVELOPMENT
The students should make a design then tape directions for someone else to draw the design. The tape should then be played back in class and the students should draw one another's designs.		Verbal and Nonverbal Communication Gestures Communication Process: 1. Encoder 2. Decoder 3. Communication Channel		

OBJECTIVE: The student will demonstrate knowledge of the communication process.

9 ACTIVITY	CONTENT			
	ANTHROPOLOGY SOCIOLOGY	PSYCHOLOGY	MATHEMATICS	CAREER AND PERSONAL DEVELOPMENT
Each student should spend an hour with a pre-school child, then the students should discuss the problems they had with communication. Shortly afterwards, a person with a limited use of the English language should be brought in for a class discussion. Again, the problems of communication should be discussed.	Language Instinct vs. learning Symbol Referential Symbol Expressive Symbol Language as a determiner of reality (perception and attention)	Instinct vs. learning		Teacher

OBJECTIVE: The student will demonstrate an awareness of himself or herself as persons and an awareness of background factors in his or her life.

10 ACTIVITY	CONTENT			
	ANTHROPOLOGY SOCIOLOGY	PSYCHOLOGY	HISTORY	CAREER AND PERSONAL DEVELOPMENT
Ask each student to write a portrait of himself entitled "Who am I?" in which he or she includes a brief description of himself or herself, discusses present interests, tells the kind of person he or she most admires, and what he or she hopes to do after high school. Also, have them write about major events or influences in their lives.	Socialization Values	Heredity Environment Aptitudes	Fact Interpretation Historical Relation	Discovering Oneself

OBJECTIVE: The student will be able to list the attributes of the concept culture.

11 ACTIVITY	CONTENT			
	ANTHROPOLOGY SOCIOLOGY	PSYCHOLOGY	MATHEMATICS	CAREER AND PERSONAL DEVELOPMENT
A film should be shown that describes a culture much different than our own. The students should be asked to compare that culture to ours as a means of seeing the attributes of the concept "culture."	Attributes of Culture: 1. Social 2. Involves Language 3. Learned 4. Taught or transmitted 5. Patterned 6. Adaptive 7. Changes but also persists 8. Vary 9. Ideational 10. Pervasive			

OBJECTIVE: The student should be able to apply the basic concepts of cultural anthropology to a culture.

12 ACTIVITY	CONTENT			
	ANTHROPOLOGY SOCIOLOGY	PSYCHOLOGY	MATHEMATICS	CAREER AND PERSONAL DEVELOPMENT
Using <u>Comparative Cultural Analysis</u> by Keith F. Otterbein (Holt, Rinehart, and Winston, Inc.) have the students analyze two different cultures. <u>Case Studies in Cultural Anthropology</u> , (Holt, Rinehart, and Winston, Inc.) could be used for data.	Use data sheet found in Otterbein's book	Drive Need Physical Drives		Anthropologist

OBJECTIVE: The students will be able to apply the basic concepts of cultural anthropology to a culture.

13 ACTIVITY	CONTENT			
	ANTHROPOLOGY SOCIOLOGY	PSYCHOLOGY	MATHEMATICS	CAREER AND PERSONAL DEVELOPMENT
Again using <u>Comparative Cultural Analysis</u> analyze the culture of the United States.	See data sheet from earlier activity	Drive Need Physical Drive		

OBJECTIVE: The students will demonstrate an awareness of the concept "culture" and will be able to make distinctions between cultures.

14 ACTIVITY	CONTENT			
	ANTHROPOLOGY SOCIOLOGY	PSYCHOLOGY	MATHEMATICS	CAREER AND PERSONAL DEVELOPMENT
With the assistance of the teacher, the student should select a church, club, or subcultural group much different than their own. Observe these groups to see how they are different from the student's cultural group. What basic drives are the activities associated with?	Culture Subculture Cultural Trait Cultural Complex Cultural Pattern	Drive Need Physical Drives: 1. Thirst 2. Hunger 3. Pain 4. Temperature 5. Sleep 6. Sex 7. Maternal Behavior		Observation Skills

OBJECTIVE: The student will demonstrate an awareness of the concept "culture" and will be able to make distinctions between cultures.

15 ACTIVITY	CONTENT			
	ANTHROPOLOGY SOCIOLOGY	PSYCHOLOGY	MATHEMATICS	CAREER AND PERSONAL DEVELOPMENT
The students should list as many aspects of their culture as they can that are different from the subculture they studied earlier. What basic drives are the activities associated with?	Culture Subculture Cultural Trait Cultural Complex Cultural Pattern	Drive Need Physical Drives: 1. Thirst 2. Hunger 3. Pain 4. Temperture 5. Sleep 6. Sex 7. Maternal Behavior		Observation Skills

OBJECTIVE: The student will demonstrate an awareness of the relationship of society and geography.

16 ACTIVITY	CONTENT			
	ANTHROPOLOGY SOCIOLOGY	PSYCHOLOGY	MATHEMATICS	CAREER AND PERSONAL DEVELOPMENT
The student should write a paper of how the local geography has affected the way people live in their geographic area. This activity should be preceded by a movie that shows this relationship in another culture.	Ecology Environmental Press Geography			

OBJECTIVE: The student will demonstrate knowledge of the concept "life cycle" plus will show a knowledge of major events in his or her life.

17 ACTIVITY	CONTENT			
	ANTHROPOLOGY SOCIOLOGY	PSYCHOLOGY	HISTORY	CAREER AND PERSONAL DEVELOPMENT
On a piece of string, attach pictures from a magazine that depict the major events in the life of the student. Share these in dyads larger groups.	Life Cycle		Facts Interpretation Historical Relativism	Self-Awareness

OBJECTIVE: The student should increase his or her listening skills and awareness of the dynamics of groups.

18 ACTIVITY	CONTENT			
	ANTHROPOLOGY SOCIOLOGY	PSYCHOLOGY	MATHEMATICS	CAREER AND PERSONAL DEVELOPMENT
Use "The Fishbowl Design for Discussion" (#1, Twenty Exercises for the Classroom). <u>Twenty Exercises for the Classroom</u> is available for \$4.00 from Learning Resources Corporation, 2817 N. Borr Ave, Fairfax, Virginia 22030.				Listening Skills Group and Self-Awareness

OBJECTIVE: The student will demonstrate an awareness of male and female roles in our society.

19 ACTIVITY	CONTENT			
	ANTHROPOLOGY SOCIOLOGY	PSYCHOLOGY	MATHEMATICS	CAREER AND PERSONAL DEVELOPMENT
List the tasks in your home to see what tasks your mother and father perform. Compare one another's lists to see if they correlate.	Role Reference Groups Sanctions Alienation Norms Culture Trait Socialization Instrumental Role Expressive Role Function Function of Roles: 1) Habituating 2) Selecting	Role Self-Concept Norms	Correlation	

OBJECTIVE: The students should feel the effects of social control and be able to express these feelings.

20 ACTIVITY	CONTENT			
	ANTHROPOLOGY SOCIOLOGY	PSYCHOLOGY	MATHEMATICS	CAREER AND PERSONAL DEVELOPMENT
The students should wear clothing to school that is inappropriate to their peer group and spend time in rather public places. They should notice how people react to them and observe how they felt when people were reacting to them.	Social Control Social Order Conformity Norms Sanctions			

OBJECTIVE: The student will be aware of the socialization process in our society.

21 ACTIVITY	CONTENT			
	ANTHROPOLOGY SOCIOLOGY	PSYCHOLOGY	MATHEMATICS	CAREER AND PERSONAL DEVELOPMENT
Visit a kindergarten class or a first grade class. List all of the methods of socialization used and the sanctions used in the class.	Socialization Agents of Socialization Social Control Conformity Sanctions	Conformity		Teacher

OBJECTIVE: The student will be aware of the socialization process used in our society.

22 ACTIVITY	CONTENT			
	ANTHROPOLOGY SOCIOLOGY	PSYCHOLOGY	MATHEMATICS	CAREER AND PERSONAL DEVELOPMENT
Watch a television station for an hour (any hour) looking for ways that television socializes.	Socialization Agents of Socialization Social Control Conformity	Conformity Acquired Motives		Public Relations Person

OBJECTIVE: The student will develop an understanding and awareness of the Blacks role in American society. He or she will also demonstrate a knowledge of the basic concepts in race relations.

23 ACTIVITY	CONTENT			
	ANTHROPOLOGY SOCIOLOGY	PSYCHOLOGY	MATHEMATICS	CAREER AND PERSONAL DEVELOPMENT
Invite one or more Blacks to speak to the class. Create a situation in which they will feel free to discuss the prejudice, discrimination, and racism they have experienced. Read <u>The Autobiography of Malcom X</u> in preparation.	Prejudice Discrimination Racism Institutional Racism	Self-concept		Social Worker Teacher Clergy

OBJECTIVE: The student will develop an understanding and awareness of the Blacks' role in American society. He or she will also demonstrate a knowledge of the basic concepts in race relations.

24 ACTIVITY	CONTENT			
	ANTHROPOLOGY SOCIOLOGY	PSYCHOLOGY	MATHEMATICS	CAREER AND PERSONAL DEVELOPMENT
Have the students view one of the following films: "Chad," "Super Fly," "Nigger Charlie," or "Shaft." What kind of an image does it give of the Black? Then have them view "Sounder." What kind of an image does it give? How are these movies different?	Bias			

OBJECTIVE: The student will develop an understanding and awareness of the Blacks' role in American society. He or she will also demonstrate a knowledge of the basic concepts in race relations.

25 ACTIVITY	CONTENT			
	ANTHROPOLOGY SOCIOLOGY	PSYCHOLOGY	HISTORY	CAREER AND PERSONAL DEVELOPMENT
Have the students as individuals or as groups take an important Black leader (e.g. Martin Luther King, Malcolm X, Stokley Carmichael, DuBois) and study their positions in relation to the Black movement. Have an in-depth class discussion in which these ideas are compared and contrasted.	Prejudice Black Power Racism Discrimination Pettigrew's Theory: 1. Moving Away 2. Moving Against 3. Moving Toward		Black History Historical Relativism Bias Fact Interpretation	

OBJECTIVE: The student will be aware of prejudices he or she has.

26 ACTIVITY	CONTENT			
	ANTHROPOLOGY SOCIOLOGY	PSYCHOLOGY	MATHEMATICS	CAREER AND PERSONAL DEVELOPMENT
Write a short paper entitled "Prejudices That I Have." This should be followed by a discussion that is open and non-threatening.	Charles Marden's, Synthetic Theory of Racial Prejudice	Displacement Free Floating Aggressions Frustration-Aggression Hypothesis Projection		Self-awareness

OBJECTIVE: The student will demonstrate knowledge of the communication process.

27 ACTIVITY	CONTENT			
	ANTHROPOLOGY SOCIOLOGY	PSYCHOLOGY	MATHEMATICS	CAREER AND PERSONAL DEVELOPMENT
The student should design a display showing the psychological and physiological processes in communication.		Communication Process: 1. Encoder 2. Decoder 3. Communication Channel Physiological Processes: 1. Overlaid Function 2. Respiratory Mechanism 3. Vocal Bands 4. Resonance Factors 5. Anticulators 6. Hearing Mechanism 7. Role of the Brain		Teacher Advertiser

OBJECTIVE: The student will demonstrate a knowledge of the basic principles of S-R Psychology.

28 ACTIVITY	CONTENT			
	ANTHROPOLOGY SOCIOLOGY	PSYCHOLOGY	MATHEMATICS	CAREER AND PERSONAL DEVELOPMENT
The students should build a maze and test how quick rats find the shortest route to the food. After the rat goes to the food everytime, take the food away and record how long it takes the rat's response to become random.		B. F. Skinner Operant Conditioning Instrumental Condition- ing Reinforcement Extinction	Mean Median Mode Measures of Central Tendency Sample Range Standard Deviation Statistical Signifi- cance Null Hypothesis	

OBJECTIVE: The student will demonstrate a knowledge of the basic principles of S-R Psychology.

29 ACTIVITY	CONTENT			
	ANTHROPOLOGY SOCIOLOGY	PSYCHOLOGY	MATHEMATICS	CAREER AND PERSONAL DEVELOPMENT
The students should construct a box with a bell for the rats to ring. The experiments should test how many tries are necessary to obtain a conditioned response. Further, after there is a conditioned response, the student should test to see how soon the response can be extinguished.		Classical Conditioning Stimulus Response Ivan Pavlov Extinction	Null Hypothesis Sample Statistical Significance	

OBJECTIVE:

The student will be able to distinguish between the Stimulus-Response Theory of learning and the Gestalt-Field Theory of learning.

30 ACTIVITY	CONTENT			
	ANTHROPOLOGY SOCIOLOGY	PSYCHOLOGY	MATHEMATICS	CAREER AND PERSONAL DEVELOPMENT
Each student shall draw a chart comparing and contrasting the Stimulus-Response Theory of learning with the Gestalt Theory of learning.	School Socialization	S-R Theory of Learning Gestalt Field Theory of Learning: 1. Reflective Thinking 2. Understanding 3. The Field 4. Insight 5. Intrapersonal Conflict 6. Going From Inner Circle of Understanding to Outer Circle of Non-understanding		Educator

OBJECTIVE: The student will be able to distinguish between the Stimulus-Response Theory of learning and the Gestalt-Field Theory of learning.

31 ACTIVITY	CONTENT			
	ANTHROPOLOGY SOCIOLOGY	PSYCHOLOGY	MATHEMATICS	CAREER AND PERSONAL DEVELOPMENT
Each student shall visit an elementary school class for an hour and observe the various teaching activities. They should classify these activities and determine whether they involve a S-R Learning Theory, Gestalt-Field Learning Theory, or a combination.	School Socialization	S-R Theory of Learning Gestalt-Field Theory of Learning		Educator

OBJECTIVE: The student will be able to identify parts from the structure of the body that apply to psychology.

32 ACTIVITY	CONTENT			
	ANTHROPOLOGY SOCIOLOGY	PSYCHOLOGY	MATHEMATICS	CAREER AND PERSONAL DEVELOPMENT
Develop a display (as a class) showing the bodily structures that apply to psychology. Make presentations to grade school classes using the display. Read Vance Packard's, <u>The Hidden Persuaders</u> for ideas on how to make the display as attractive as possible.		Structure Function Cells Tissues Organs Systems Muscles (Voluntary and Involuntary) Exocrine Glands Enzymes Nerve Cells Neuron Impulse Synapses Spinal Cord Brain Hind brain Midbrain Brain Stem Automatic Nervous System		Psychologist Advertiser

OBJECTIVE: The students should be able to use brainstorming as a problem-solving technique.

33 ACTIVITY	CONTENT			
	ANTHROPOLOGY SOCIOLOGY	PSYCHOLOGY	MATHEMATICS	CAREER AND PERSONAL DEVELOPMENT
Have a brainstorming session concerning some real problem facing the class. (Exercise #3, <u>Twenty Exercises for the Classroom.</u>) See activity #18	Brainstorming	Perception Factors in Problem Solving Defensiveness		Problem Solving

OBJECTIVE: The student will demonstrate their ability to use the basic statistical skills involved in averaging and variability.

34 ACTIVITY	CONTENT			
	ANTHROPOLOGY SOCIOLOGY	PSYCHOLOGY	MATHEMATICS	CAREER AND PERSONAL DEVELOPMENT
The student will grade tests for a teacher in the school and will compute the frequency distribution, curve, mean, median, mode, average deviation, and standard deviation.			Frequency Distribution Curve Mean Median Mode Average Deviation Standard Deviation Use of Calculator	Educator

OBJECTIVE: The student will demonstrate his or her ability to use the basic statistical skills involved in averaging and variability.

35 ACTIVITY	CONTENT			
	ANTHROPOLOGY SOCIOLOGY	PSYCHOLOGY	MATHEMATICS	CAREER AND PERSONAL DEVELOPMENT
The students will weigh and measure 100 students in the school and will compute the frequency distribution, curve, mean, average deviation, and standard deviation for each of these dimensions. They will also compute the correlation between the two dimensions. They should also compute the correlation between the students' age and height.		Normal Curve	Frequency Distribution Curve Normal Curve Mean Average Deviation Standard Deviation Correlation Use of Calculator	Teacher

OBJECTIVE: The student will demonstrate an ability to distinguish abilities and interests of children of various age levels.

36 ACTIVITY	CONTENT			
	ANTHROPOLOGY SOCIOLOGY	PSYCHOLOGY	MATHEMATICS	CAREER AND PERSONAL DEVELOPMENT
The student will be responsible for playground activities for students in K-12. While doing this, they should observe the students and construct a developmental chart showing typical behavior at the various ages.	Groups	Erikson's developmental Stages		Teacher Recreation Director

OBJECTIVE: The student will be aware of the factors involved in attention.

37 ACTIVITY	CONTENT			
	ANTHROPOLOGY SOCIOLOGY	PSYCHOLOGY	MATHEMATICS	CAREER AND PERSONAL DEVELOPMENT
The teacher will take the student into a room for a very short time. Afterwards, the student should write down all things he or she was attentive to. The teacher should take the students into the room and they should list all the things they did not notice before.	Socialization Role of Language in Attention and Perception	Attention: 1. Internal Factors 2. External Factors 3. Span of Apprehension 4. Process of Paying Attention		

OBJECTIVE: The student will be able to show his or her knowledge of the principles of perception through the use of drawings and photographs.

38	CONTENT			
ACTIVITY	ANTHROPOLOGY SOCIOLOGY	PSYCHOLOGY	MATHEMATICS	CAREER AND PERSONAL DEVELOPMENT
The students should look at good photographs and explain what is figure and what is ground in the photographs.	Role of Language in Attention and Perception	Figure-Ground Relationships Gestalt Laws of Organization: 1. Proximity 2. Common Fate 3. Similarity 4. Continuity 5. Closure Part-Whole Principle		

OBJECTIVE: The student will be able to show his or her knowledge of the principles of perception through the use of drawings.

39 ACTIVITY	CONTENT			
	ANTHROPOLOGY SOCIOLOGY	PSYCHOLOGY	MATHEMATICS	CAREER AND PERSONAL DEVELOPMENT
The students will draw or make something that produces an optical illusion and explain why it does produce an optical illusion.		Perceptual Constancy Shape or Form Constancy Brightness Constancy Color Constancy Size Constancy Reversing Figures Perceptual Illusions		

OBJECTIVE: The student will demonstrate his or her ability to use a sociogram as a basis of analyzing group behavior.

40 ACTIVITY	CONTENT			
	ANTHROPOLOGY SOCIOLOGY	PSYCHOLOGY	MATHEMATICS	CAREER AND PERSONAL DEVELOPMENT
Construct a sociogram for an elementary school class.	Social Acceptance Sociality Score Social Compatibility Group Cohesion Social Adjustment Clique In-Group Out-Group	Social Needs		Teacher Psychologist

OBJECTIVE: The student will demonstrate the ability to use anthropological concepts by applying them to his or her family.

41 ACTIVITY	CONTENT			
	ANTHROPOLOGY SOCIOLOGY	PSYCHOLOGY	MATHEMATICS	CAREER AND PERSONAL DEVELOPMENT
The student will diagram his or her family structure using anthropological concepts. Also, the student will categorize the type martial residence, type of marriage, type of household, type of descent group and type of kindred using anthropological terms.	Use data sheet found in Otterbein's book			

OBJECTIVE: The student will demonstrate an introductory knowledge of the following psychological development theories by applying them to his or her lives. (Adler, Maslow, McClelland, Carroll, Kohlberg, and Erikson).

42 ACTIVITY	CONTENT			
	ANTHROPOLOGY SOCIOLOGY	PSYCHOLOGY	MATHEMATICS	CAREER AND PERSONAL DEVELOPMENT
Either in groups or as individuals, the students should take one of the following theorists and explain their theory of psychological development to the rest of the class. Charts, readings, audio-visuals, etc. should be used. This should be a long-term project. The theorists: Alford Adler Abraham Maslow Erik Erikson Lawrence Kohlberg David McClelland John Carroll Behavioral objectives should be used by the presenters to show what they want the class to learn		Alford Adler: 1. Social Interest 2. Security 3. Sense of Perfection 4. Superiority Complex 5. Margin of Safety 6. Compensation 7. Criteria of Success 8. Birth Order Abraham Maslow-- Hierarchy of Needs: 1. Physiological 2. Safety 3. Love 4. Esteem 5. Self-Actualizing David McClelland: 1. Achievement Oriented Person 2. Affiliation Oriented Person		Psychologist Teacher Behavioral Objectives

42-Page Two ACTIVITY	CONTENT			
	ANTHROPOLOGY SOCIOLOGY	PSYCHOLOGY	MATHEMATICS	CAREER AND PERSONAL DEVELOPMENT
		John Carroll--Four patterns of parent-child relationships Lawrence Kohlberg: Six stages of moral development: 1. Reward and Punishment 2. Hedonistic 3. "Good Boy" Orientation 4. Authority, Law, and Duty 5. Social Contract 6. Individual Principles of Conscience Erik Erikson Developmental Stages		

OBJECTIVE: The student will demonstrate an introductory knowledge of the following psychological development theories by applying them to their lives. (Adler, Maslow, McClelland, Carroll, Kohlberg).

43 ACTIVITY	CONTENT			
	ANTHROPOLOGY SOCIOLOGY	PSYCHOLOGY	HISTORY	CAREER AND PERSONAL DEVELOPMENT
The student should write their own case study using the same two or three theorists as their criteria for analysis	See Activity 42	See Activity 42	Facts Interpretation Historical Relativism	See Activity 42

OBJECTIVE: The student will demonstrate an introductory knowledge of the following psychological development theories by applying them to their lives (Adler, Maslow, McClelland, Carroll, Kohlberg).

44 ACTIVITY	CONTENT			
	ANTHROPOLOGY SOCIOLOGY	PSYCHOLOGY	MATHEMATICS	CAREER AND PERSONAL DEVELOPMENT
The students should write a case study of one of their peers or a student from a lower grade. They should use two or three of the previously mentioned theorists as their criteria for analysis.	Social Class Reference Group Sanctions Primary Groups	See Activity 43 Case Study		See Activity 43

OBJECTIVE: The student will be able to apply the basic principles of Transactional Analysis to his or her life.

45 ACTIVITY	CONTENT			
	ANTHROPOLOGY SOCIOLOGY	PSYCHOLOGY	MATHEMATICS	CAREER AND PERSONAL DEVELOPMENT
Use <u>Introduction to Transactional Analysis</u> by David S. Abbey and Ronald H.T. Owston and published by Human Development Institute. Instructions for its use are included in the material. The group work should be spaced over a two-week period of time or longer.		Transactional Analysis Strokes: 1. Positive 2. Negative 3. Conditional 4. Unconditional Time Structuring Blocked Ego States: 1. Parent 2. Adult 3. Child Transaction: 1. Complementary 2. Crossed Social Message Psychological Message		Teacher Counselor Psychologist

OBJECTIVE:

The student will be able to apply the basic principles of Transactional Analysis to his or her life.

46 ACTIVITY	CONTENT			
	ANTHROPOLOGY SOCIOLOGY	PSYCHOLOGY	MATHEMATICS	CAREER AND PERSONAL DEVELOPMENT
Based on the insights gained from <u>Introduction to Transactional Analysis</u> , the students should form some hypothesis regarding their present career choice.		Anne Roe's Personality Theory of Career Choice J.L. Holland's Theory of Career Choice I. Developmental Hierarchy: a. Realistic b. Intellectual c. Social d. Conventional e. Enterprising f. Artistic II. Level Hierarchy		Vocational Counselor Psychologist

OBJECTIVE: The student will demonstrate the ability to do a research paper using the survey method.

47 ACTIVITY	CONTENT			
	ANTHROPOLOGY SOCIOLOGY	PSYCHOLOGY	MATHEMATICS	CAREER AND PERSONAL DEVELOPMENT
Have the students develop a research project using the survey method. These should include a review of the literature, hypotheses and interpretation and conclusions.	Survey Hypothesis Variables Bias Scientific Method	Survey Hypothesis Variables Bias Scientific Method	Survey Hypothesis Variables Bias Research Design Sampling	Professional Journals

OBJECTIVE: The student will become aware of his or her self-concept.

48 ACTIVITY	CONTENT			
	ANTHROPOLOGY SOCIOLOGY	PSYCHOLOGY	MATHEMATICS	CAREER AND PERSONAL DEVELOPMENT
The student will use some art medium to describe to others what they think of himself or herself.		Self-Concept		Self-Awareness

OBJECTIVE: The students will demonstrate an awareness of male and female roles in our society.

49 ACTIVITY	CONTENT			
	ANTHROPOLOGY SOCIOLOGY	PSYCHOLOGY	MATHEMATICS	CAREER AND PERSONAL DEVELOPMENT
Invite one or more militant females to speak to the class on the prejudice and discrimination the female experiences in our society.	Prejudice Discrimination Role Norms Sanctions Socialization Primary Group Secondary Group Role Conflict	Self-Concept		Social Worker Teacher Clergy

OBJECTIVE: The student will be able to use brainstorming as a problem solving technique.

50 ACTIVITY	CONTENT			
	ANTHROPOLOGY SOCIOLOGY	PSYCHOLOGY	MATHEMATICS	CAREER AND PERSONAL DEVELOPMENT
The students should go to other classes in the school or in another school and conduct a brainstorming session. Afterwards, they should write a brief report analyzing what happened during the time.	Brainstorming	Perception Factors in Problem Solving Defensiveness		Problem Solving

OBJECTIVE: The student will become aware of the stage of their moral development using Kohlberg's stages as a criteria.

51 ACTIVITY	CONTENT			
	ANTHROPOLOGY SOCIOLOGY	PSYCHOLOGY	MATHEMATICS	CAREER AND PERSONAL DEVELOPMENT
Have the class list several moral decisions they have made during the past week or two. After this is done, have the students categorize these decisions according to Kohlberg's criteria. See Lawrence Kohlberg, "The Cognitive - Developmental Approach to Moral Education," <u>Phi Delta Kappan</u> , June 1975, pp 670-677		Kohlbergs Six Moral Development Stages		Minister

OBJECTIVE:

The student will be able to list ways our culture is transmitted from one generation to another.

52 ACTIVITY	CONTENT			
	ANTHROPOLOGY SOCIOLOGY	PSYCHOLOGY	MATHEMATICS	CAREER AND PERSONAL DEVELOPMENT
In a brainstorming session the student should list all of the ways that culture is transmitted from one generation to another in our society. After the brainstorming is over, these ideas should be analyzed and evaluated.	Culture Culture as taught and learned			

OBJECTIVE: The students should be aware of their feelings toward death.

53 ACTIVITY	CONTENT			
	ANTHROPOLOGY SOCIOLOGY	PSYCHOLOGY	MATHEMATICS	CAREER AND PERSONAL DEVELOPMENT
The students should read pp 70-74 from Jessica Mitford's <u>The American Way of Death</u> . A discussion should follow concerning American attitudes toward death and the way the American culture handles death.				Expression of feelings toward death

OBJECTIVE: The student should be aware of their feelings toward death.

54 ACTIVITY	CONTENT			
	ANTHROPOLOGY SOCIOLOGY	PSYCHOLOGY	MATHEMATICS	CAREER AND PERSONAL DEVELOPMENT
Either in small groups or as individuals, the students should attend a funeral. They should pay attention to the words used to describe death. Afterwards they should discuss the terminology used and what it says about our cultural attitudes toward death.		Feelings		Expression of feelings toward death Euphemisms for death

OBJECTIVE: The student will be able to know and to express their feelings. The student will be aware of their feelings toward death.

55 ACTIVITY	CONTENT			
	ANTHROPOLOGY SOCIOLOGY	PSYCHOLOGY	MATHEMATICS	CAREER AND PERSONAL DEVELOPMENT
The students should use some art form to express how they <u>feel</u> about death. After completion, they should express these feelings to the class.	Life Cycle Five Stages of Dying: 1. Denial 2. Anger 3. Bargain 4. Depression 5. Acceptance (from Elizabeth Kubler-Ross, <u>On Death and Dying</u>).	Feelings Emotions		Expression of feelings Expression of feelings towards death.

OBJECTIVE: The student will be able to distinguish between the various forms of mental illness.

56 ACTIVITY	CONTENT			
	ANTHROPOLOGY SOCIOLOGY	PSYCHOLOGY	MATHEMATICS	CAREER AND PERSONAL DEVELOPMENT
In the senior year, the students should spend several weeks working in a mental hospital as part of their field experiences.		Abnormal Behavior Psychoneurotic Disorder Psychosomatic Disorder Functional Psychoses Schizophrenic Reactions Paranoid Reactions Affective Reactions Alcoholism and Drug Addiction Brain Pathology		

OBJECTIVE: The student will have a greater awareness of the work a psychologist, social worker, and guidance counselor does.

57 ACTIVITY	CONTENT			
	ANTHROPOLOGY SOCIOLOGY	PSYCHOLOGY	MATHEMATICS	CAREER AND PERSONAL DEVELOPMENT
During the senior year field experience in the mental hospital, the student should work with one patient on an intensive basis, write a case history on this patient, and keep a log of their times together.	Environment Sociological Factors in the Disorder	Case Study Heredity Environment Psychological Factors in the disorder Biological Factors in the disorder.		Psychologist Social Worker Guidance Counselor

OBJECTIVE: The student will demonstrate the ability to use the basic skills of the historian.

58 ACTIVITY	CONTENT			
	ANTHROPOLOGY SOCIOLOGY	PSYCHOLOGY	HISTORY	CAREER AND PERSONAL DEVELOPMENT
The students will bring in a short newspaper article and pick out the bias, facts, and interpretation of the article. After this is completed they should re-write the article changing the bias and interpretation.	Bias Fact Interpretation Primary Source Secondary Source		Bias Fact Interpretation Primary Source Secondary Source	Historian

OBJECTIVE: The student will demonstrate the ability to use the basic skill of an historian.

59 ACTIVITY	CONTENT			
	ANTHROPOLOGY SOCIOLOGY	PSYCHOLOGY	HISTORY	CAREER AND PERSONAL DEVELOPMENT
The students as a group will write the history of a local community. This should involve interviewing people, researching local records, etc.	Primary Sources Secondary Sources		Bias Facts Interpretation History Historical Relativism Historical Research Methods Primary Sources Secondary Sources	Historian

OBJECTIVE: The students will be aware of the many institutions available in our society to help people.

60 ACTIVITY	CONTENT			
	ANTHROPOLOGY SOCIOLOGY	PSYCHOLOGY	MATHEMATICS	CAREER AND PERSONAL DEVELOPMENT
List the social service institutions in the local community and the ways in which they can help people. Group or individual interviews should be used to gather the information.	Institutions			Options in the Social Work Field

OBJECTIVE: The student will demonstrate a knowledge of the welfare system and an empathy toward those on welfare.

61 ACTIVITY	CONTENT			
	ANTHROPOLOGY SOCIOLOGY	PSYCHOLOGY	MATHEMATICS	CAREER AND PERSONAL DEVELOPMENT
The student should find out the amount of money given to various categories of people on welfare in their geographical area. In groups, the students will work out budgets for people in each of these categories. This will involve research into prices and family needs.	Poverty Level		Budget Percentages	Social Worker

OBJECTIVE: The student will be able to apply Super's career development tasks to his or her life.

62 ACTIVITY	CONTENT			
	ANTHROPOLOGY SOCIOLOGY	PSYCHOLOGY	MATHEMATICS	CAREER AND PERSONAL DEVELOPMENT
Using Donald Super's theory of career development as a guide, the student should write an autobiography of their career development to date.		Super's Vocational Development Tasks: 1. Crystallization 2. Specification 3. Implementation 4. Stabilization 5. Consolidation		Self-Awareness in the Career Development Field

OBJECTIVE: The student will demonstrate the ability to do a research paper using the experimental method.

63 ACTIVITY	CONTENT			
	ANTHROPOLOGY SOCIOLOGY	PSYCHOLOGY	MATHEMATICS	CAREER AND PERSONAL DEVELOPMENT
Have the students develop a research project using the experimental method. This should include a review of the literature, hypotheses, control and experimental groups, and interpretations and conclusions.	Experimental Method Hypothesis Variables Scientific Method	Experimental Method Hypothesis Variables Scientific Method	Statistical Significance Experimental Method Control Group Experimental Group Hypothesis Variables	Professional Journals

OBJECTIVE: The student will be able to put into art form his or her thoughts and feelings.

64 ACTIVITY	CONTENT			
	ANTHROPOLOGY SOCIOLOGY	PSYCHOLOGY	MATHEMATICS	CAREER AND PERSONAL DEVELOPMENT
The students will put together a decoupage showing the various aspects of the world they live in.	Values Norms	Perception		Self-Awareness

OBJECTIVE: The student will demonstrate a knowledge of the welfare system and an empathy toward people on welfare.

65 ACTIVITY	CONTENT			
	ANTHROPOLOGY SOCIOLOGY	PSYCHOLOGY	MATHEMATICS	CAREER AND PERSONAL DEVELOPMENT
The students will do indepth research on the welfare system in the local area in preparation for the value clarification exercise. The research should involve speakers or interviews, readings, etc. from several points of view.	Welfare System Poverty Bias	Bias		Social Worker

OBJECTIVE: The student will demonstrate a knowledge of the welfare system and an empathy toward those on welfare.

66 ACTIVITY	CONTENT			
	ANTHROPOLOGY SOCIOLOGY	PSYCHOLOGY	MATHEMATICS	CAREER AND PERSONAL DEVELOPMENT
The student will use the value clarification model as presented in the 1971 National Council for the Social Studies Yearbook as a guide for a value clarification exercise on the welfare system.	Welfare System	Value Clarification Ego Self-Esteem Self-Concept		Social Worker

OBJECTIVE: The student will be aware of the social class distinctions in our society.

67 ACTIVITY	CONTENT			
	ANTHROPOLOGY SOCIOLOGY	PSYCHOLOGY	MATHEMATICS	CAREER AND PERSONAL DEVELOPMENT
The students will take a random sample of students from several different kinds of classes in their school and determine their status according to Warner's categories. These findings should be analyzed to see if there is a significant difference between the social class standings. Read selected portions of Hollinghead's, <u>Elmtown's Youth</u>.	Social Class	Social Class	Correlational Coefficient Statistical Signifi- cance Randomness Sample	

OBJECTIVE: The students will be aware of social class distinctions in our society.

68 ACTIVITY	CONTENT			
	ANTHROPOLOGY SOCIOLOGY	PSYCHOLOGY	MATHEMATICS	CAREER AND PERSONAL DEVELOPMENT
Determine the status of your family based on Warner's seven categories. A discussion should follow discussing these findings and the student's feelings toward these findings. Read Vance Packard's, <u>The Status Seekers</u>.	Status Role Ascribed Status Achieved Status Social Rank or Social Class Types of Leadership	Defense Mechanisms Self-Concept Adjustment (Frustration or Conflict) Role Status		

The student will understand the concept "I.Q." and be able to list the limitations of I.Q. tests.

69 ACTIVITY	CONTENT			
	ANTHROPOLOGY SOCIOLOGY	PSYCHOLOGY	MATHEMATICS	CAREER AND PERSONAL DEVELOPMENT
The students should be taught how to administer individual I.Q. tests and should administer them to one another in class.	Environmental Factors in Determining I.Q. Nature-Nurture Argument	Hereditary Factors in Determining I.Q. Intelligence I.Q. Nature-Nurture Argument	Ratio Percentage Percentile	Teacher Counselor Psychologist

awareness of their attitudes
towards marriage and its functions by writing a position paper describing
their attitudes and values toward marriage.

70 ACTIVITY	CONTENT			
	ANTHROPOLOGY SOCIOLOGY	PSYCHOLOGY	MATHEMATICS	CAREER AND PERSONAL DEVELOPMENT
Have the student interview several people (e.g. minister, marriage counselor, people living in a commune, couples living together without marriage license, etc.) concerning what they think is wrong and right with marriage today, and future prospects. The students should discuss the various views in class and then write a two or three page paper stating their position with regard to marriage.	Institution Changing Functions of the Family: 1. Regulation of Sexual Drives 2. Reproduction 3. Protection and Care of Children 4. Socialization 5. Affection 6. Economic 7. Status Monogamy Polygamy Extended Family Nuclear Family Patriarchal Family Matriarchal Family Equalitarian Family Serial Monogamy (Alvin Tophler Future Shock)	Dyad Cultural Values		Marriage Counselor

Objectives: The student will be aware of the influence of groups on his or her life and will know sociological concepts that categorize groups.

71 ACTIVITY	CONTENT			
	ANTHROPOLOGY SOCIOLOGY	PSYCHOLOGY	MATHEMATICS	CAREER AND PERSONAL DEVELOPMENT
The student shall list all groups he or she is part of and develop a chart to categorize them according to the following categories: group, aggregate, voluntary, involuntary, reference group, primary group, secondary group, formal, informal, association, clique, role, satisfactions, problems, in-group, out-group.	Group Aggregate Voluntary Group Involuntary Group Reference Group Primary Group Secondary Group Formal Group Informal Group Clique Role In-Group Out-Group	Role In-Group Out-Group		